

Board Games

*A direct alignment of modern board games with the new
AASL Standards for the 21st century learner.*

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CORRESPONDING COMMON BELIEFS FROM AASL STANDARDS FOR THE 21ST-CENTURY LEARNER

Inquiry provides a framework for learning.

Games not only introduce basic skills which are applicable away from the table, they also provide the motivation to explore and refine those skills.

Ethical Behavior in the use of information must be taught.

Through positive experiences in gaming, students come to appreciate the validity of varying approaches to problems and the importance of ethical choices.

Individuals need to acquire the thinking skills that will enable them to learn on their own.

Games often make use of similar skill sets but vary the interface and mechanics through which they are employed allowing players to selectively apply and reinforce prior knowledge.

Learning has a social context.

Games provide opportunities for individuals to develop and practice the skills necessary to successfully share and learn with others.



ALIGNMENT WITH AASL STANDARDS FOR THE 21ST-CENTURY LEARNER

Inquire, think critically and gain knowledge

1.1 Skills

1.1.1 Games rich in historical connections, such as **1960: The Making of the President** and **Twilight Struggle**, allow students, through inquiry, to seek knowledge in curricular subjects and connect their activities back to the real world.

1.1.2 Often, a game's mechanics will utilize previously learned curricular skills (**Numbers League & Lost Cities**). Or, due to its theme (**Once Upon a Time** & the **10 Days** series), game play benefits from the use of prior knowledge.

1.1.5 Successful gaming requires the evaluation of information. Whether determining which role would be most beneficial (**Citadels & San Juan**) or analyzing social cues and behaviors to deduce who is playing subversively (**Shadows Over Camelot & Saboteur**); games demand evaluative decisions.

1.1.6 Students actively participate in the gaming experience, taking in information to make inferences and gather meaning. In games such as **Ticket to Ride** or **Hive**, students decode their opponents



"Once Upon a Time" requires players to weave together a story using familiar fairy tale elements.

strategy based on what pieces they have played and the potential moves available.

1.1.9 Games like **Power Grid** and **Pandemic** provide a platform for collaborative game play, where students discuss and work in teams with to deepen their understanding of the skills involved and of each other.

1.2 Dispositions in Action

1.2.2 At a younger age, games like **If Wishes Were Fishes** and **Gopher It!** help students build confidence and direction by providing opportunities for making independent choices in the selection of information.

1.2.4 Negotiation games, such as **Lifeboats** or **Diplomacy** provide opportunities for students to question the validity and accuracy of motives and information presented by other players.

1.3 Responsibilities

1.3.2 **Max**, a primary level collaborative game, provides opportunities for the development of social understanding and individual respect as students seek a variety of perspectives when gathering and assessing information to make decisions on moving forward in the game.

1.4 Self Assessment Strategies

1.4.1 Games are engaging and often have a learning curve that builds towards proficiency. Students have the potential to excel within the game by self-monitoring how they utilize information during play to determine its usefulness and effectiveness.



Games such as “Puerto Rico” employ strategy and intricate mechanics which encourage the continued use of an inquiry based process through the application of critical thinking skills.

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

2.1 Skills

2.1.1 Games such as **Puerto Rico**, **Caylus** and **Amun-Re** employ strategy and intricate mechanics which encourage the continued use of an inquiry based process through the application of critical thinking skills.

2.1.2 **Enchanted Forest** and **Froggy Boogie** are two examples of memory games that require students to mentally organize information for recall and use when needed.

2.1.3 Students playing **Mystery of the Abbey**, **Werewolves of Miller’s Hollow** or other deductive games use various strategies to draw conclusions from information encountered within the game and then apply any knowledge gained to future investigations.

2.2 Dispositions in Action

2.2.1 **Princes of Florence** and **Agricola** provide a variety of paths to victory, enabling the flexible use of resources for adapting strategies to each unique situation.

2.2.2 Many games with an artistic mechanic (i.e. **Portrayal** or **Cluzzle**) require students to use divergent and convergent thinking for success.

2.2.4 The intrinsic enjoyment that comes from playing games, helps to foster a student’s ambition to demonstrate personal productivity through game growth and success.

2.3 Responsibilities

2.3.1 The **18XX** series helps students to develop real world skills by building an understanding of business, economics and the stock market.

2.3.2 The settings and themes in modern board games span both the globe and history. Students who are able to incorporate a more diverse and global perspective, benefit when attempting to draw conclusions based on the theme of the game.

2.4 Self Assessment Strategies

2.4.1 Press your luck games, including **Incan Gold** and **Formula De’** create situations where students must decide how to act on available information. They need to determine how much they are willing to risk and whether they need to accept, reject or modify their situation.

2.4.2 & 2.4.4 As students play games, they are actively applying critical thinking skills. They analyze available information, synthesize a strategy, evaluate their progress, and finally organize the results for reflection and development of direction for future games.



Players can only succeed in “Lord of the Rings” by working productively together through group discussion.

Share knowledge and participate ethically and productively as members of our democratic society

3.1 Skills

3.1.1 & 3.1.2 Games are participatory pastimes that encourage learning communities through the sharing of concepts and strategies, collaboration amongst players and reflection on personal performance.

3.2 Dispositions in Action

3.2.1 Play is powerful. It removes social barriers and provides a level of comfort that allows students to develop leadership skills and the confidence to present ideas to others.

3.2.3 In many cooperative games like **Lord of the Rings**, players can only succeed by working productively together through group discussion.



The “Ticket to Ride” series allows students to utilize their knowledge of the layout of the United States to help them excel in the game.

3.3 Responsibilities

3.3.1 & 3.3.2 Success in modern games is not always limited to one set strategy. **Settlers of Catan**, and many other games, teach students to respect diverse perspectives and seek a variety of viewpoints.

3.3.5 When games are used in an educational context, they motivate students to participate in an exchange of ideas, often extending beyond the learning environment.

3.4 Self-Assessment Strategies

3.4.1 Many games, such as **Age of Empires III**, have a set order of actions that are repeated over several rounds. This provides an opportunity for students to assess how well they are learning to play in order to revise strategies and learn more effectively in the future.

Pursue personal and aesthetic growth

4.1 Skills

4.1.1 The enjoyable nature of games encourages reading, viewing and listening for pleasure and personal growth.

4.1.5 Through the use of well developed themes, games can connect ideas to the interests of students and build upon their previous knowledge and experiences.

4.1.6. **Snortal!** is an elementary level game memory and matching game that requires familiar information to be organized in a way that can be called upon easily and quickly.

4.1.7 Collectable card games, table-top miniatures and board games all have a fan base that uses online social networks to communicate strategies, share stories and pictures, facilitate meetings and connect with each other.



To dismiss gaming is to send the message to a majority of students that their interests are of no value

Bob Hasset Gaming Your Library

F e a t u r e d G a m e R e s o u r c e s

10 Days in... Series by Out of the Box
18XX Series by Mayfair Games & Others
1960: The Making of the President by ZMan Games
Age of Empires III: The Age of Discovery by Tropical Games
Agricola by ZMan Games
Amun Re by Rio Grande Games
Caylus by Rio Grande Games
Citadels by Fantasy Flight Games
Cluzzle by North Star Games
Diplomacy by Avalon Hill
Enchanted Forest by Ravensburger USA
Froggy Boogie by Blue Orange Games
Gopher It! by Playroom Entertainment
Hive by Gen Four Two Games
If Wishes Were Fishes by Rio Grande Games
Lifeboats by ZMan Games
Lord of the Rings by Fantasy Flight Games
Lost Cities by Rio Grande Games

Max by Family Pastimes
Mystery of the Abbey by Days of Wonders
Nanofictionary by Looney Labs
Numbers League by Bent Castle Workshops
Once Upon a Time by Atlas Games
Pandemic by Zman Games
Portrayal by Braincog Inc
Power Grid by Rio Grande Games
Prince of Florence by Rio Grande Games & Alea
Puerto Rico by Rio Grande Games
Saboteur by Amigo
San Juan by Rio Grande Games
Settlers of Catan by Mayfair Games
Shadows Over Camelot by Days of Wonder
Snorta by Out of the Box
Ticket to Ride Series by Days of Wonder
Twilight Struggle by GMT Games
Werewolves of Miller's Hollow by Asmodee Editions